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ABSTRACT

The Work Again Project entailed development and implementation of a center to place adults aged 58 and above into a variety of paid and volunteer positions, investigation of the effect of such placement on the self-image of participants, and education of the community as to the working needs of older adults. A project staff consisting of five part-time employees recruited and processed a total of 2,883 people aged 58 and older. Training programs, classes, and workshops were developed around the needs and interests of project participants to facilitate their involvement or work placement. In all, 104 participants (89 percent of those seeking employment) were placed into paying jobs, 39 were placed in volunteer programs, 273 were placed in crafts or related projects, and 2,449 participated in such social activities as films, dancing, bingo, and musical programs. While the Tennessee Self Concept Scale indicated only a small change in the self-image of project participants, subjective evaluation affirmed the project's beneficial effect on those participating in it. The community awareness phase of the project involved a coordinated effort using several media forms. The project was considered extremely successful. (MN)

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ED205771

FINAL REPORT

Establishing an Opportunity for Compensated Activities Center for the Elderly

Project #81-132-600-2(B)

The Development and Implementation of a Center to Place Elders into Working Positions

(WORK AGAIN PROJECT)

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June 30, 1981

Missouri Department of Education
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Jefferson City, Missouri 65101

CE 029 782

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

A. Description/Problem

Retirement often creates a complex stress situation for older people involving the psychological effect of not being useful anymore with the financial adjustments of less income and the physiological impact of "slowing down". The reaction to this stress in many cases is to withdraw and to become disengaged. The Development and Implementation of a Center to Place Elders into Working Positions (WORK AGAIN PROJECT) created, located and developed involvement opportunities for people age 58+. The involvement opportunities consisted of 1. paid employment, (part time regular, odd jobs), 2. volunteer work, 3. course work, 4. arts & crafts classes, and 5. social activities in the form of classes (square dancing). The term "work" became synonomous with involvement and was not limited to paid employment. Training and assessment components were developed and implemented in each of the five involvement categories.

B. Objectives

The objectives of the project were 1. to develop and implement a center for the purpose of recruiting, training, and placing elders into working positions; 2. to determine how one's self-image during the elder years is enhanced or influenced by training, placement, and worksite satisfaction; and 3. to educate the community as to the working needs of the elders.

C. Methods Used

A project office was established on the Southeast Missouri State University Campus (Eldercare Center). A staff of four people not including the Director were employed (3 aged 65+) to coordinate the four phases of the project: Phase I recruitment; Phase II training (assessment); Phase III placement; and Phase IV follow-up and evaluation. Each participant was processed through this scheme with the exception of some of the social participants (numbers were too large to efficiently process). Training programs, classes and/or workshops were developed around the needs and interests of the project participants to facilitate their involvement or work placement. The evaluation and assessment phases also involved the administration of the Tennessee Self Concept Test on a pre and post placement schedule.

D. Results and Implications

The project involved two thousand eight hundred and eighty three people 58 years and older. The placement for jobs was in the 89% range and placements for volunteer positions was 100%. The training programs involved one hundred people.

The implication seems very clear that older people are willing to get involved and wanting to stay active. People over age 55 are receptive to vocational training in the form of minicourses and workshops. The comparative scores on the individual pre and post placement tests indicated consistent increments in the self image perceptions.

E. Recommendation

Vocational education and continuing education should be very alert to opportunities to stimulate and revitalize elders, especially in ways which will facilitate their financial status. The WORK AGAIN model is a simple systematic approach to a step-by-step involvement of elders into the community and an approach which lends itself to volunteer support and coordination within a community.

PROBLEM

The dilemma of the aged in our society has finally begun to unfold as a very complex, multi-dimensional array of problems. Often the dilemma is further complicated by one's retirement. Retirement in many cases marks the end of one's occupational endeavors and identity; a change in one's income and/or standard of living and a reorganization of one's self-image as to the value placed on existence. "The work role is of considerable importance to the identity of most older workers, regardless of the popularity of complaining about one's job. Whether or not work per se is critical for our sense of worth, many meaningful relationships do derive from our work situations over the course of our lifetime; loss of the work role also means loss of or change in many of these relationships and much of the structure of our lives " (Hendrick, 1977). Research has noted the dissatisfaction that often pervades the lives of men no longer necessary to economic production (Townsend, 1963, Havinghurst, 1969). Retirement from an occupation can be compared with the changes that occur in "retirement" from non-occupational situations such as volunteer, crafts, housework, yardwork, hobbies. Thus, all people in the 60-70 year bracket will go through some change and some reorganization. The amount and type of change naturally depends on the individual. Some elders have greater changes and adaptations to make than others.

The major adjustment of the lifestyle of elders in many cases causes withdrawal or the "flight response" and non-involvement becomes the pattern. A "job" is not a panacea for all the complex adjustment problems in elders. Volunteer work is not for everyone and some people aren't inclined toward social activity. The key word is not working, volunteering, or socializing, but rather INVOLVEMENT at some level and in some way. Involvement which calls for new skills or new understanding generally requires some kind of training. Contrary to popular thought, aging does not cause one's brain to malfunction, rather it functions in a modified manner utilizing experience in a different way to process information (Hendrick , 1977). Elders are receptive to and capable of learning. However, there seems to be a reluctance for elders to approach certain kinds of training ie: vocational schools, community college or universities. One has only to calculate the number of people age 60 and over enrolled in these programs. "In practical terms we must restructure the nature of formal education opportunities to allow for and encourage later participation if we value optimal well being for our elderly " (Hendrick, 1977).

The dilemma of the aged in our society is indeed complex. The answer, at least in part, must be in education. Retraining, especially of older people, must become a part of the educational focus for the future; the kinds of training and levels are limitless.

In order for a person to become marketable for employment purposes, he must possess marketable skills. If that person does not possess marketable skills appropriate for that day, time, community, etc. he must acquire them.....assessment and training.

Project Objectives

1. To establish a central office for the purpose of locating, training, and placing elders into working positions that satisfy their needs and desires.

The central office is located at 317 S. Ellis, second floor, Eldercare Center, SEMO State University campus. The WORK AGAIN PROJECT was one among three programs sponsored by the University for older people. The staff consisted of five part time people averaging about 20 hours/week. The staff positions were composed of Director, Project Assistant, Recruitment Aide, Training Coordinator and a Placement Aide. Three of the five on staff are over the age of 64 years. The office served as a central base as much of the work for the project occurred in the field. The office was open from 9 to 4, Monday through Friday. All interviews, assessments, and testing occurred in the office. Many of the training programs were accomplished at the center. Each of the job & volunteer applicants were interviewed and given the self concept test (TSC). The training decisions were then made by the applicant and the Training Coordinator or Placement Aide.

Placement was made as soon as a job and an applicant could be matched. The people interested in arts & crafts or social activities and programs, or education (non-occupational) were processed immediately without the assessment training phase being implemented. The crafts classes in some cases involved training of an informal nature. A series of training classes and workshops were developed to assist the "marketability" of the applicants in finding unusual non-traditional kinds of jobs such as house sitting, plant care in the home, or handyman jobs. Training occurred on several levels: on the job, workshop, mini course, vocational school semester courses and discussion sessions.

Once placement in any area was accomplished a follow-up contact was made. The job satisfaction of the employee or applicant was assessed and recorded. If the position placement didn't work out, a change was made. Very few changes occurred in any placement.

One hundred and twenty-two people applied for employment and one hundred and four were placed. Six of the one hundred and twenty-two moved during the year with illness and "not wanting to work" accounting for most of the remainder. The placements were made at the 89% range. The thirty-nine volunteers were all placed with approximately half of them completing training programs. The two hundred and seventy-three interested in crafts or related classes were placed. Many classes were created by the project ie. sewing and ceramics classes. Two thousand four hundred and forty-nine people participated in presentations on aging, films, dancing, bingo (for fun), and musical programs. The social groups were used primarily to recruit and

WORK AGAIN - INVOLVEMENT STATISTICS-BY QUARTERS

Area of Involvement	Total	1st quarter	2nd quarter	3rd quarter	4th quarter
1. Applicants & Interviews	122	32	22	35	33
2.* Testing #1	59	0	22	19	18
Testing #2	14	0	0	3	11
3. Volunteer	39	4	9	18	8
4. Arts & Crafts	273	3	56	60	154
5. Social	2449	31	175	1040	1203
6.* Training (workshops & vocational classes)	95	0	38	37	20
7.* Job Placements (paid employment)	104	22	23	32	27
Total No. of Involvements	2883	70	262	1153	1398

* Not included in total because they appear in one of the categories 1, 3, 4, 5.

publicize the project although the people attending these programs were "involved" and out of their homes interacting with other people! Altgether the project generated two thousand eight hundred and eighty-three involvement contacts during the twelve months of operation. Each quarter showed marked increases in participation of the project activities from 70 for the 1st quarter to one thousand three hundred and ninety-eight for the last quarter.

2. To educate the community as to the needs of elders to see themselves as working people.

The education phase was accomplished, in many cases, simultaneously with recruiting. The general education was coordinated with several media forms: TV, radio, newspapers, letters, brochures, fliers, and speeches.

Television Channel 12 (KFVS) allowed us to do 7/15 minute presentations on elderly needs and the project, with about 20+ advertising spots for the project over a two month time period. Twenty-seven speeches were delivered to civic groups, churches, senior citizens clubs, etc. A slide presentation was developed around the needs of elders to become involved. Sixteen radio presentation/interviews were taped concerning elders using 5 different radio stations. Approximately 50 articles concerning the project and the needs of elders appeared in four different newspapers. About 9000 brochures were distributed concerning the project and its objectives with about 1000 fliers posted. Approximately 500 letters were mailed encouraging people in the community to help find positions for older persons. Four lectures were delivered at the University in different classes concerning the project and the needs and the abilities of elders. Over two hundred and fifty jobs were reported to the project in the course of the twelve months and approximately sixty requests were received for volunteer help.

The publicity for the project, it's goals, and objectives was phenomenal and especially striking as there was no money for publicity except for brochure printing. Cape, Jackson and Scott City were most cooperative and very receptive to the project and to helping its older citizens.

3. To determine the change in an elder's self image as he changes from a non-working person to a working person.

The Tennessee Self Concept Scale (TSC) was used to assess the possible effects of job placement upon the self concept. Each applicant was to be given the test at the time of the initial interview or shortly after and then approximately 60 days after a placement was made. The tests were administered by the Training Coordinator

and the Project Assistant at the Eldercare Center in groups ranging from 1 to 5. A number of the applicants did not take the pre test because the tests were not received until the end of the first quarter (purchasing through the University) and about forty people had already been processed and many placed. Several applicants refused to take the test and two of those who did take the test were disqualified because the answers were all the same. The administration of the test was supervised very closely by the staff because the responses to the questions are not lined up in a logical manner. As a result fifty-nine people took the pre test with N=57 for the pre test. The post test was even more difficult to get the applicants to take than the first. Refusals were common and transportation or jobs made taking the test very inconvenient and as a result 14 people took the post test with one disqualification. As a result, we had N=13 for the post test. The research literature clearly indicates that the problems we encountered are very common problems in using tests with older people in general. The tests were compared in two ways, the percentage net difference (actual score differences) of the people taking the pre and the post tests and the comparison of the means difference of those taking the pre and post test. Of the 13 subjects taking the pre and post test the % net difference was +15.77. The comparison of the means difference for all 13 subjects showed a +15.85% improvement. The TSC is scored according to percentiles. The scores indicate that there was a difference between the pre and the post and that difference indicates a positive incline of 15 percentiles. Also comparing the entire 57 subjects who took the pre test with 13 subjects who took the post test, a similar increase was shown. In looking at the age groups 60-80 years, the 60-64 age group varied from pre no post to the pre post groups mean scores indicating there were differences between the group of people who took the post test and the entire group that took the pre test. The 70-74 year old group scored higher on the pre test and on the post test. The lowest score on the pre test was the 55-59 age group. The fact that numbers are small and in some cases one person comprised a category. This data must be interpreted with caution. However, the testing was used in this project as an evaluation device adding an objective indicator as to the possible effect job placement had on the self concept of non-working elders. This data does indicate that there is at least reasonable assumption that job placement could have very positive effect on one's self concept. The subjective evaluation of the applicant's placement was observably positive and the written evaluations indicate conclusively that satisfaction was received from each of the placements.

Score Comparisons By Age Groups - TENNESSEE SELF CONCEPT TEST

Age	Ss *1 Pre	Ss *2 Pre	Ss Post	Means Pre *1	Pre *2	Post Mean	(Pre-Post) *2 % Net Difference	(Pre-Post) *2 Mean Difference
55-59	7	-	0	29.4%	0	0	-	-
60-64	26	7	7	59.88%	31.43%	36.43%	+34	+5
65-69	15	4	4	43.13%	50%	69%	+19	+19
70-74	6	1	1	76.67%	62%	70%	+8	+8
75-80	3	1	1	34.67%	8%	95%	+87	+87
Total	57	13	13	34.60%	37.69%	53.54%	+15.77	+15.85

*1 Pre= total number taking TSC pre test

*2 Pre = the group from *1 that took the post test

TENNESSEE SELF CONCEPT - Score Comparison By Sex

(N=57)

	Ss *1 Pre Test	Ss *2 Pre Test	Ss Post	Pre *1 Mean	Pre *2 Mean	Post Mean	Pre *2 - Post Mean Difference
Males	22	5	5	39%	33%	59%	+26
Females	35	8	8	60%	40.63%	50%	+10.63

*1 Pre = total number taking TSC pre test

*2 Pre = the group from *1 that took the post test

Population and Sample

The subjects involved in the WORK AGAIN PROJECT totaled two thousand eight hundred and eighty three. The subjects ranged in age from 58 years to 89 years. No person was refused help from the WORK AGAIN PROJECT during the year of operation. The project was open to any person living in Cape, Jackson or Scott City in reasonably good health and age 58 or older. A chart illustrating the population characteristics with the percentages has been included. Basically the sampling was composed primarily of caucasian females in the 60-69 age range. 20% of the subjects were handicapped in some way. (see listing)

The subjects interested in employment indicated job preferences for business, labor, home skills, sitting, arts and education in that order. They also preferred indoor, small groups and twenty hours or less employment per week. Transportation did not present a difficulty in finding a job and health was in the good to very good range. 60% had finished high school or more and 9 of which had college degrees. The socio-economic level involved the upper, lower, and middle class, primarily with the lower middle class more apparent.

WORK AGAIN PROJECT DEMOGRAPHIC PROFILE

	SEX		AGE			RACE	
	M	F	58-60	70	80	Caucasian	Negro
1. Job Applicants (N=122)	44	78	93	27	2	115	7
2. Volunteers (N=39)	10	29	33	6	0	39	0
3. Arts & Crafts (N=273)	13	260	120	113	40	273	0
4. Social (N=2449)	808	1641	1469	734	246	2374	75
5. *Training (N=85)	31	54	75	20	0	90	5
6. *Job Placements (N=104)	50	54	76	28	0	99	5
7. *Testing (N=59)	23	36	48	9	0	55	4
Total = (2883)	875	2021	1665	830	268	2801	82
Percentages	30%	70%	58%	28%	13%	98%	3%

* Not included in percentages because they appear in one of the first four columns.

WORK AGAIN PROJECT

July 1980 - June 1981

Job Applicant - Questionnaire Survey (N=122)

	Responses	Percentage/Total
1. Education		
a. no high school	34	28%
b. some high school	15	12%
c. completed high school	32	26%
d. college or business school	32	26%
e. B.S. Degree	7	6%
f. M.S. Degree	2	2%
2. Race/Sex		
a. Negro	7	6%
1.) male	2	2%
2.) female	5	4%
b. Caucasian	115	94%
1.) male	42	34%
2.) female	73	60%
3. Ages		
a. 58-59	20	16%
b. 60's	73	60%
c. 70's	27	22%
d. 80's	2	2%
4. Handicaps (N=24)		20%
a. arthritis	4	
b. heart	8	
c. fainting	1	
d. nerves	3	
e. eyesight	1	
f. asthma	1	
g. hernia	1	
h. weak back	3	
i. crippled/wheelchair	2	

Conclusions and Recommendations

Major Accomplishments of the Project were:

1. Elders were recruited, trained, placed into working positions, and volunteer positions.
2. Elders were placed into educational settings including vocational school courses.
3. Mini vocational courses were developed, implemented, and revised.
4. Classes involving crafts, dancing, music, etc. were developed and taught.
5. The community was made much more aware of the needs and capabilities of elders especially through mass media TV/radio.
6. The community was involved in volunteering supplies and materials on behalf of elder programs.
7. The effect of job placement was measured by pre placement and post placement testing.
8. A central office was established for the community to utilize when needing the services of elders or elders needing involvement opportunities.
9. The largest regular scheduled programs for elders in Cape, Scott City, or Jackson, were established by the WORK AGAIN PROJECT with volunteered facilities from each community.
10. Cooperated in joint community programs such as VIVA, Health Day, and Riverfest.
11. Worked directly with communities services such as: Division of Family Services, Area Agency on Aging, Division of Aging, St. Francis Mental Health Center and Job Security and Employment.
12. Established on going programs in three senior citizens housing projects in Cape and Scott City.

Conclusions derived from project programs and outreach were:

1. Older people are interested in getting involved in the community and willing to do it on a regular on-going basis.
2. New programs for older people within a community have to be well publicized both on a media and a personal level of which the personal level is by far the most responsive. New programs start out slowly, but grow fairly quickly (both educational and social kinds of programs).
3. Involvement has to be taken one step at a time - for example, social involvement, crafts classes, small workshops, mini courses, vocational classes.
4. Non-traditional kinds of job training prove to be an effective way to insert elders into a tight job market. Most elders wanting work are interested in 10 to 20 hours a week at about the minimum wage level three or four days a week.

5. Job placement for non-working elders seems to have a very positive influence on their self concept and there appears to be more of an influence on males than females.

Recommendations:

1. Vocational and continuing adult education is the important link for older people to remain active and involved, especially in light of the new finding in cognitive research with elders and retraining is the key to employment of older people.
2. The traditional young adult approach to vocational education is not the approach most effective for elders. New methods (not watered down) and non-traditional classrooms need to be developed and implemented for evaluation with the aged.
3. Very clearly, research on the effects of job placement, involvement levels, and education on the self image have not pinpointed in a very succinct way the <u>extent</u> to what meaningful involvement of non-involved elders influences the self and ultimately life satisfaction.
4. It is my opinion that in studying the life satisfaction component of aging, the most influencial-manipulatable variable is not personality, not income, not learning patterns, not housing, not social status.....it's education. Not educational approaches as we are seeing now, but those approaches and methods that are developed around the developmental needs and patterns of the aged.
5. The WORK AGAIN model is a viable approach to recruiting, training and placing elders within a community into working positions and can be duplicated with a minimum of staff and facilities. The model should be distributed and reported to as many communities as possible.

Final Report

Attachments

a. Procedures
b. Bibliography
c. Instrument and Forms

Procedures

The procedures will be reported in three parts: the general organization of the project; the specific details of the testing procedures; and the training classes.

A. Project Organization

An organizational flow chart and job description are included for the project. The four phases of the project constitute a very simple flow pattern. A client is processed through each phase with detailed records kept along the way. A staff member was responsible for each of the phases and the Director and assistant worked in all areas. The hiring of the majority of the project staff involved the recruitment of active community elders. This project was greatly enhanced by the fact that majority of personnel were elders who knew the community well and were respected members of the community. Communications are essential to the effective management of this level of organizational scheme and cannot be taken for granted. The scheme proved viable and efficient in the processing of people from recruiting to placement evaluation. Each applicant was processed on an individual basis and the training sessions were conducted in small groups. Volunteers were utilized in all programs and in all the training. Approximately thirty people volunteered their services for training classes, workshop, or arts & crafts classes. Another twenty people volunteered their services to assist the project on it's programs throughout the year. Materials and facilities ranging about $900 were donated by businesses, the University, and community groups to assist with the project. Placement decisions were prioritized according to 1. skill, 2. need (financial), and 3. time in the project.

B. Self Concept Testing

The Tennessee Self Concept Scale was utilized to measure the pre-placement self concept and the post placement self concept. The hypothesis was that job or volunteer placement would have a positive effect on the self concept of the elders. The elders were tested during the initial interview at the WORK AGAIN office in a room off the main office with a large table and comfortable chairs. A staff member was present throughout the test to assist or answer questions. Instructions were given and a practice was taken to insure that the elders knew how to respond (this is essential on the TSC with elders). The elders averaged 32 minutes taking the test. Then, after a satisfactory placement occurred, sixty days later the post test was given in the exact same manner as the first test. The average delay between pre and post test was about 3 months. The people taking the pre and post were then compared to see if the concept scores had changed in any way. The number of subjects taking the pre test was fifty-seven and the number of subjects taking the post was 13 with males

totaling 21 and females 36. No feedback was given to the elders as to their scores and they were told this information would assist us in helping to locate the right kinds of jobs for them. (See the Score Comparison Charts: Age and Sex).

C. Training Classes

A series of classes and workshops and minicourses were developed to train elders primarily for employment or volunteer positions. The workshops developed were Elder Sitting, House Sitting, Demonstration Techniques and Interviewing for Jobs. The workshops involved from 3 to 10 people at a time and were conducted at the Eldercare Center with volunteer facilitators. The workshop outlines were developed by the facilitator/trainer and the Project Training Coordinator and Director. Experience and expertise were used as the criteria for the volunteer facilitator selection. Each of the workshops were from 75 minutes to 150 minutes in length. A very informal discussion, question/answer, role playing or demonstration approach was utilized; some limited use of visual aides and handouts. Each of the students was evaluated subjectively at the end of the workshop by the facilitator in written and verbal form.

The mini courses developed were Mothers' Care Aide Program, Home Plant Care, and the Small Appliance/Home Repair Program, and the Widow Support Training. Each mini course involved a minimum of six contact hours and a maximum of eight contact hours. The six hours were accomplished in 3/2 hour sessions one week or one session for 3 weeks or two/three hour sessions. The course outlines were developed by the Trainers and the Project Training Coordinator. The Home Plant Care and Small Appliance courses were taught in conjunction with the Cape Vocational Technical School utilizing their facilities and staff. The Mothers' Care course was taught in conjunction with the Cape Girardeau Childbirth Preparation classes. The VIVA (widow support) classes were taught in conjunction with the St. Francis Mental Health Center. Evaluations were done at the end of each mini course with written and verbal feedback on the progress of each student. The mini courses involved 3 to 8 students.

Several classes were developed involving a series of open-ended, regularly scheduled sessions on ceramics, knitting, square dancing and crocheting. The ceramics, knitting and crocheting were taught with the idea of developing skills that could produce income. The square dancing was generally for exercise. The teachers for all three classes involved elders who had indicated an interests in teaching. The enrollment varied from 3 to 25 and the sessions were about 60 minutes twice a week. The classes were held in the community near groups of elders.

The self-confidence discussion groups were also a type of on-going open-ended class involving 3 to 5 at one session and lasting 50 minutes one day each week for three weeks. The St. Francis Mental Health Center conducted these sessions at the Eldercare Center. (See Course Outlines)

WORK AGAIN PROJECT

Job Placements and Volunteer Placements

Labor Category

Plumbing
Painting
Handyman
Carpentry
Electrical
Maintenence
Custodial
Hostess

Business

Shipping Clerk
Ticket Agent
Answering Service
Solicitor
Retail Clerk
Market Researcher
Typing
Newspaper (Incerts)
Receptionists

Arts

Crafts Teachers
Musicians

House Skills

Housekeeping
Ironing
Plant Care
Cooking

Sitting

Elder
Child
House

Educational

Instructors Aide
Mini Course Instructors
Workshop Facilitator

Other - Volunteer

Heart Association
Red Cross
Cancer Bank
Family Services
VIVA - widow support group

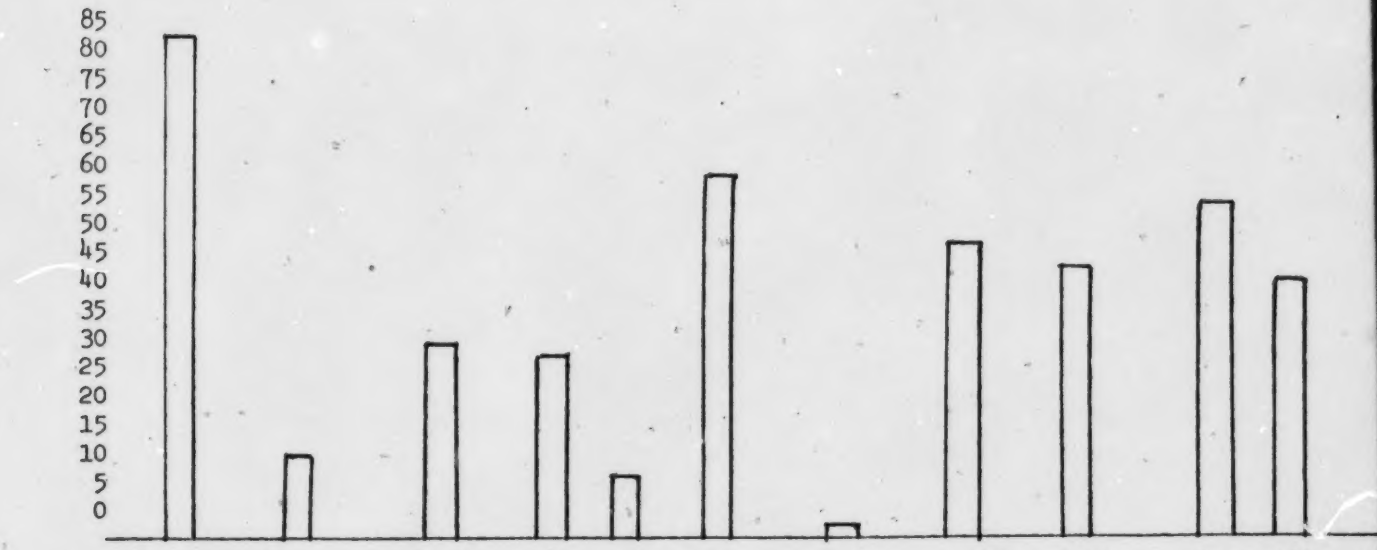
WORK AGAIN PROJECT

Job Request Preference on Application Questionnaire

Job Categories Chart

(N=122)

Job Preference - Logistics Chart



(N=122)

Full time and Part-time Staff Members

(1) Staff Title: Training Coordinator

Time: Full time x 12 months

Qualifications: Prefer a person in retirement, good health education or psychology degree experience in curriculum development and skill assessment.

Justification: This is a key position in the staffing of the project. The job responsibilities clearly demand a full time position in terms of hours worked and responsibilities.

Task Outline:

(a) assist with application procedures and development (b) administer assessment evaluation (c) develop individual training program (time/skills needed etc.) (d) set up training environment and secure trainers (e) supervise training session on interview techniques, etc. (f) assist applicant with job selection or work position selection (g) review final evaluation forms and data on each applicant and decide if further or different training may be required and if so (h) redesign training program, implement, and evaluate.

(2) Staff Title:

Placement and Follow-Through assistant.

Time: Part-time 15 hours week/12 months.

Qualification: Prefer a retired or elder person, good health (able to drive-required to do on-site visits) ability to communicate and work with community businesses and services, experiences in job placement or personnel services desirable but not required.

Justification: This is a position which will be in the field working directly with placement and site evaluations. There is no way this position could be filled by the training coordinator.

Task Outline: (a) set up interview or visit to prospective work site. (b) arrange transportation if needed (c) do at least one on-site visit after a period time has elapsed after placement. (d) carry out employer evaluation and employee evaluation (e) make recommendation concerning need for further training or change of positions. (f) assist in locating positions and settings for work placement.

(3) Staff Title: Recruitment aid

Time: Part-time 10 hours week/12 months

Qualification: Prefer a retired person or elder in the community, good health, ability to talk to and stimulate groups.

Justification: Need a vivacious-outgoing speaker to help actively recruit elders for the project. The timeing of the presentations would make it difficult for the follow-through assistant to do this position in addition to other job responsibilities. Although actual presentation may be one hour, much more time involved in entire process.

Task Outline: (a) Disbursement of brochures (b) conduct presentations and talks at senior citizen program, retirement centers, etc. (c) assist in development of presentation (slide program) (d) line up presentation-dates and time, etc. (e) assist with radio spots for public information.

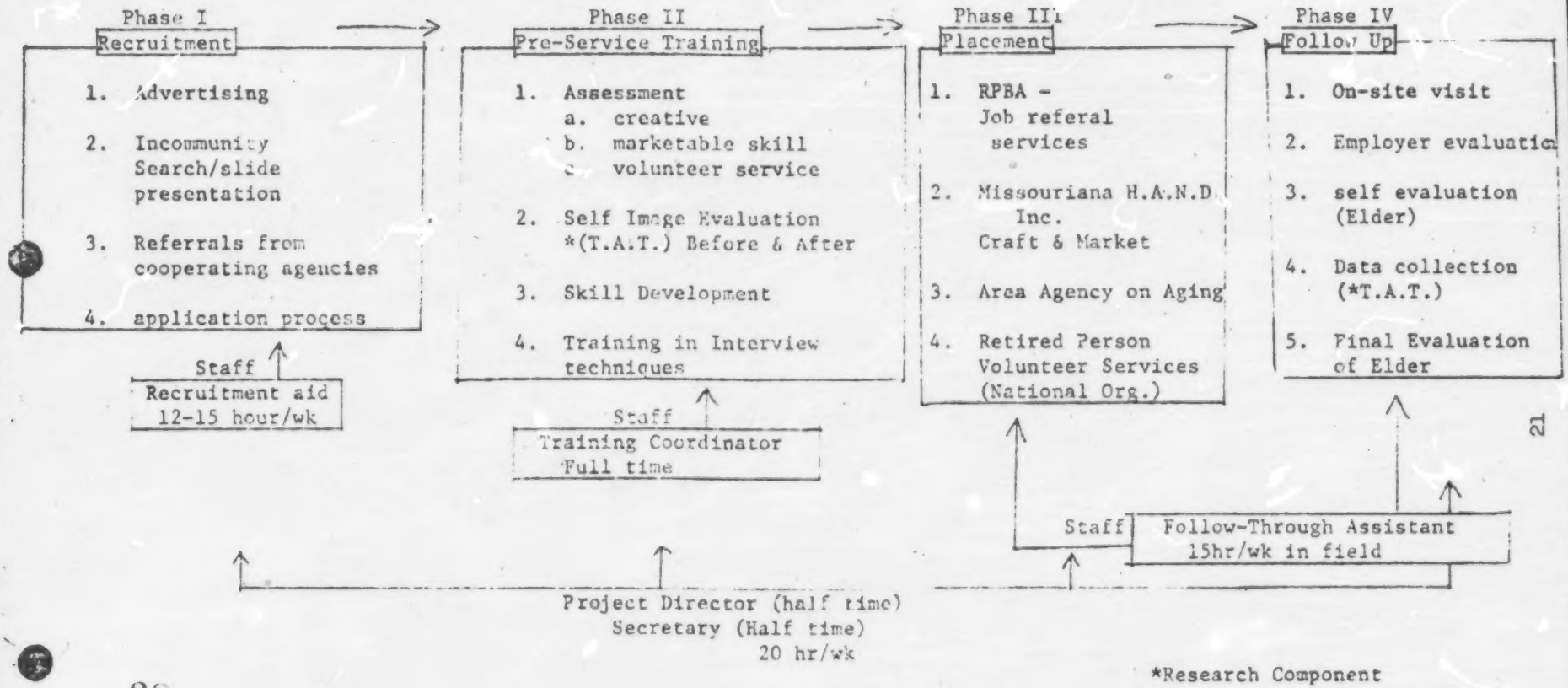
(4) Staff Title: Secretary

Time: Part-time 20 hour week/12 months

Qualifacations: Typical secretarial skills and ability to effectively communicate and work with elders.

Justification: A great deal of paper work will be involved in the processing of each applicant through the project as well as running the office/phone, etc. at least on a part-time basis to assist staff.

Work Again Project
Organizational Flow Chart



*Research Component

WORK AGAIN PROJECT

Training Courses and Workshops

Course Objectives and Outlines

Outline for Small Appliance and House Repairs

Objective: To develop ability to make minor repairs around the house which do not need the attention of a technician

1. Fuse box
2. Small appliance cleaning and repairs
3. Replacing frayed electrical cords or those with broken insulation
4. Oiling electrical motors
5. Sharpening scissors and knives (avoiding feather edges)
6. Replacing faucet washers
7. Cleaning condensers (refrigerator, air conditioner)
8. Repairing vacuum cleaner
9. Replacing an electrical switch or outlet
10. Taking care of problems which members bring to the class.

Mother's Care Mini Course

Objective: To be of assistance to mother & child during first days in the home.

1. Mother and newborn diet specifics
2. Newborn - diapering techniques / bathing
3. Exercise for the mother
4. Clothes selection
5. Touching experiences
6. Techniques of rocking
7. Infant stimulation

Home Plant Care Mini Course

Objective: To go into the home and diagnos plant problems and give suggestions for care.

1. Soils
2. Plant identification
3. Plant Nutrition
4. Moisture
5. Plant diseases
6. Transplanting techniques
7. Trimming

Floral Arrangements

Demonstration Techniques

Objective: To develop basic ideas for demonstrating products to store clientele.

1. Public speaking
2. Customer relations
3. Display of product / location
4. Target population
5. Dress / Grooming / Personality

House and Pet Sitting Service

- Workship Topics -

1. Arrive early enough to get complete instructions.
2. Have name, address and telephone number of home owner while he is gone.
3. Have names and telephone numbers of neighbors who might help in an emergency.
4. Have police and fire department telephone numbers handy near the telephone for immediate use.
5. In case of fire or any suspicion of fire, get pets out of the house and to the neighbors. Call the fire department from the neighbors.
6. Know how to handle the fire extinguisher, if any.
7. Know the entire house, expecially location of all doors to the outside.
8. If pets require medication, have written instructions and have medication set out.
9. Know instructions for exercising pets.
10. Know instructions for watering and feeding plants and pets.
11. Know the location of shut-off valves for water, gas, and main switch for electricity.
12. Know location of fuse box.
13. Know source of auxilliary lighting in case electrical power goes off.
14. Keep doors locked. Never let strangers into the house.
15. Limit telephone calls to 5 minutes.
16. Know what privileges you have while owner is gone.
17. Know what to tell people who call for the owner.
18. Get instructions for forwarding and accepting mail.
19. Give names, addresses and telephone numbers of 2 or 3 references who are well acquainted with you.

Elder Sitting Workshop Topics

1. Have all emergency numbers availabe for fire, police, doctor, and ambulance.
2. How to know when an emergency situation arises.
3. How to properly handle an emergency situation.
4. Know the diet specifics of the individual or individuals.
5. Know about the medications and the use of and side effects.
6. Exercise and relaxation.

WORK AGAIN PROJECT

Forms

1. Interview Questionnaire for Job or Volunteer Positions
2. Evaluation Report: Employees
3. Evaluation Report: Employers
4. Project Evaluation of Placement
5. Service (Job) Request Information
6. Request for Volunteer Services
7. Training Session Participation/Evaluation
8. Tennessee Self Concept Scale (one copy only) Test Manual
9. Arts and Crafts Participation
10. Arts and Crafts Interest

WORK AGAIN PROJECT INTERVIEW QUESTIONNAIRE

APPLICANT_____ DATE_____

ADDRESS_____

PHONE_____ INTERVIEWER_____

I. BACKGROUND:

A. AGE_____

B. EDUCATION_____

C. GENERAL HEALTH_____

D. PHYSICAL HANDICAPS

E. MEDICATION_____

F. NUMBER OF HOSPITAL ADMISSIONS IN LAST 5 YEARS_____

G. WORK SKILLS

H. ATTITUDE TOWARD WORK

I. WORK RECORD

J. CAPACITY OF SOCIAL INTERACTION_____

K. RECEPTIVITY TO TRAINING_____

L. PRESENT JOB DISCRIPTION

M. ESTIMATED INTELLIGENCE

II. INTEREST AREAS:

A. HOBBIES

B. MARKETABLE PRODUCTS?

C. TRAINING

D. OTHER

III. JOB PREFERENCES:

A. LABOR (factory, etc.)

B. EDUCATIONAL (teachers aid, tutoring, etc.)

C. ARTS (music, crafts, painting, etc.)

D. AROUND HOME SKILLS (sewing, cooking, minor repairs, gardening)

E. BUSINESS / SALES

F. OTHER

IV. WORKING CONDITIONS:

INDOOR / OUTDOOR

AM / PM

OWN HOME / OTHER

OWN CAR YES / NO

LARGE GROUP / SMALL GROUP / SINGLE

NO. HOURS DESIRED TO WORK

PAID EMPLOYMENT / VOLUNTEER

V. ADDITIONAL COMMENTS:

VI. INITIAL TRAINING PRESCRIPTION:

____INTERVIEW TECHNIQUES

____MEET WITH SMALL GROUPS OF SIMILAR INTERESTS

____FORMAL TRAINING (vocational, SEMO, other)

____INFORMAL TRAINING

____ON-THE-JOB

____NO FURTHER WORK NEEDED - IMMEDIATE PLACEMENT

____OTHER

WORK AGAIN PROJECT

EVALUATION REPORT: EMPLOYEES

DATE_____

NAME_____

ADDRESS_____

TELEPHONE_____

EMPLOYER_____

ADDRESS_____

TELEPHONE_____

SUPERVISOR_____

STARTING DATE_____

NO. HRS. WORKED PER WEEK_____PER DAY_____

DUTIES

CHECK ONE: PAID_____VOLUNTEER_____

Do you enjoy working? Always___Most of time___Never___

Are you happy? Always___Most of time___Never___

Do you like other employees? All of them___Most of them___None___

Do you like your supervisor? Yes___Most of time___No___

COMMENTS:

Return to: WORK AGAIN PROJECT
317 S. Ellis
Cape Girardeau, Missouri 63701

WORK AGAIN PROJECT

EVALUATION REPORT: EMPLOYERS

Confidential Evaluation Report on applicants placed by WORK AGAIN PROJECT in paying and non-paying positions.

EMPLOYER_____

ADDRESS_____

TELEPHONE_____

DATE_____

EMPLOYEE_____POSITION_____

No. of hrs. worked: Per day_____week_____

On time: Always_____Nearly always_____Seldom_____Never_____

Works well with others: Excellent_____Good_____Poor_____

Attitude toward customers, patients, clients, etc.: Excellent_____
Good_____Poor_____

Attitude toward supervisor: Excellent_____Good_____Poor_____

Competency: Excellent_____Good_____Poor_____

Adaptability: Excellent_____Good_____Poor_____

REMARKS:

Return to: WORK AGAIN PROJECT
317 S. Ellis
Cape Girardeau, Missouri 63701

WORK AGAIN PROJECT

PLACEMENT EVALUATION

Confidential for Applicants File

1. Name of applicant_____

2. Where placed_____

3. Length of work accomplished at time of evaluation_____

4. Response from employer:

5. Response from applicant:

6. Recommendation:

   a. ____take applicant out of work situation

   b. ____continue to observe on regular basis

   c. ____check in with applicant on limited basis

   d. ____only one more visit needed

   e. ____no further follow up needed

Remarks:

Service Request #_____

WORK AGAIN PROJECT SERVICE REQUEST INFORMATION

Date_____

Name of Company_____

Address_____

Phone No._____

Called in by_____

Description of Work: Hours to be Worked_____

Equipment to be Operated:_____

_____

Permanent_____ Part Time_____ Temporary_____

Taken by:_____Time Taken:_____

Additional Notes:

WORK AGAIN PROJECT

Request for Volunteer Services

DATE_____

NAME_____POSITION_____

ORGANIZATION REQUESTING SERVICE_____

ADDRESS_____PHONE_____

NO. VOLUNTEERS NEEDED_____POSITION_____

NO. HRS. PER DAY OR WEEK_____

DUTIES

REMARKS:

RECORD OF PARTICIFATION IN TRAINING SESSION

NAME_____TELEPHONE NO._____

ADDRESS_____

NAME OF SESSION_____NO. MEETINGS_____

DATES OF SESSION_____

PLACE OF SESSION_____

NAME OF INSTRUCTOR_____

SUCCESSFUL COMPLETION? YES_____NO_____

REASON IF UNSUCCESSFUL_____

RESPONSE (if any) OF PARTICIPANT TO SESSION_____

_____

REMARKS:_____

_____

ARTS AND CRAFTS CLASS PARTICIPATION

NAME_____ TELEPHONE NO._____

ADDRESS_____

KIND OF ART OR CRAFT_____ NO. OF SESSIONS_____

DATES OF SESSIONS_____ NO. ATTENDED_____

PLACE OF SESSIONS_____

NAME OF TEACHER_____

RESPONSE (if any) OF PARTICIPANT TO SESSIONS_____

_____

CHECK CRAFTS OF INTEREST

Name_____

Address_____City_____

Phone No._____

Please place check by crafts you are interested in

___Crocheting	___Pottery	___Latch Hook
___Hair Pin Lace	___Drawing	___Christmas Decorations
___Tatting	___Painting	___Macrame
___Embroidery	___Films	___Candle Making
___Quilting	___Books	___Burlap Flowers
___Needle Point	___Stenciling	___Sewing
___Knitting	___Flower Arranging	___Make-up Demonstrations

___Ceramics ($4.00 per mon., furnish own supplies)

Would you like to teach crafts?__ ___yes_____no

Please list crafts you would teach_____ _____

_____ _____ _____

Please list subjects on which you would enjoy lectures

_____ _____ _____

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